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1986 POD Conference Evaluation

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1986 POD
Conference Evaluation

1. Current Position (your job title or a short description of how you are involved in Faculty/Staff Development at your institution)*.

2. How long have you been in Faculty/Staff Development?

(11%) [5] Just getting started (22%) [10] 6 - 10 years (9%) [4] over 15 years
(42%) [19] 1 - 5 years (16%) [7] 11 - 15 years

[N = 45]

3. Type of Institution:

(23%) [10] Large state university (30,000+ students)
(36%) [16] Small state university (less than 30,000 students)
(2%) [1] Large private university
(20%) [9] Small private university
(18%) [8] Other

[N = 44]

4. Number of people on your staff:

(77%) [30] 1 - 5 (10%) [4] 6 - 10 (13%) [5] over 10 = ____professionals* +
____staff*

[N = 39]

5. Main task(s) of your center: (Check all that apply.)

<u>[19]</u> Instructional Development	<u>[1]</u> Media Services
<u>[2]</u> Organizational Development	<u>[3]</u> Test scoring services
<u>[22]</u> Professional Development	<u>[8]</u> Other*

6. How many previous POD Conferences have you attended?

(33%) [15] This is the first. (36%) [16] 1 - 3 (13%) [6] 4 - 6
(18%) [8] 7 - 10

[N = 45]

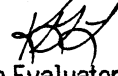


CENTER FOR TEACHING EFFECTIVENESS
THE UNIVERSITY OF TEXAS AT AUSTIN

Main Building 2200 • Austin, Texas 78712-1111 • (512) 471-1488

MEMORANDUM

TO: POD Core Committee Members
Bob Dove, 1986 Conference Coordinator
Richard Tiberius, 1987 Conference Evaluator

FROM: Karron G. Lewis 
1986 Conference Evaluator

DATE: April 23, 1987

SUBJECT: 1986 POD Conference Evaluation Report

Enclosed is a copy of the 1986 POD Conference Evaluation Report for your information. I'm sorry it has taken me so long to get this report written and to you, but I'm afraid I got busy planning the 1987 Conference. (I guess I felt like there really wasn't a real big hurry to get it out because the Conference Coordinator for the next year already knew the results!) Anyway, here it is.

I am open to any comments or suggestions you may have as you read the report and, if you have suggestions for future Evaluation Reports, please direct them to Richard Tiberius -- he is the 1987 Conference Evaluator.

I enjoyed evaluating last year's conference because almost everything in the evaluations was positive. Bob Dove's conference coordination was terrific, and his is going to be a difficult act to follow!

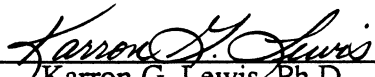
My thanks to you all for your encouragement and support.

Evaluation Report

**11th Annual Conference
of
The Professional and Organizational Development Network
in Higher Education**

October 30 - November 2, 1986
Hidden Valley Conference Center
Somerset, Pennsylvania

Submitted by:


Karron G. Lewis, Ph.D.
Faculty Development Specialist
The University of Texas at Austin
Austin, TX 78712-1111
(512) 471-1488

February 26, 1987

NOTE: This Report may be reproduced for distribution.

INTRODUCTION

The evaluation data from the 1986 POD Conference indicate that the participants enjoyed the people, sessions, networking, and facilities (in that order). And, though there were a few negative comments, the general feeling was that the conference was a huge success. The purpose of this evaluation report is to highlight the activities which were identified as positive aspects of the conference and identify those aspects which perhaps should be modified by future Conference planners.

Evaluation Scheme

The evaluation scheme for the 1986 Conference was rather complex and, while a lot of information was acquired using this scheme, the number of participants who actually filled out the **Individual Session Evaluations** and completed their **End-of-Conference Evaluation** forms (which were located on the last page of the *Conference Evaluation Booklet*) was much fewer than anticipated. (A description of the original scheme may be found in Appendix A.) In addition to the responses requested in the evaluation booklets, all participants participated in a **Mid-Conference Evaluation**. This group evaluation was conducted on Friday evening during dinner and the participants sitting at each table were supposed to discuss the questions and record their responses. (There were approximately 150 people at Friday evening's dinner.) Another group evaluation had been planned for Saturday evening following dinner, but there were so many negative comments in the Friday evening evaluations about the "overemphasis on evaluation", that it was decided to delete that evaluation session.

Overall Evaluations

The questions which were asked on the Mid-Conference Evaluation and the End-of-Conference Evaluation forms were primarily open-ended. Each of these questions and a summary of the responses are given below:

Mid-Conference Evaluation (Friday Evening at Dinner)

1. What do you like best about the Conference so far?

1. People - As usual, the interaction among participants got the highest praise and was said to be the most valuable part of the conference. Experienced PODers put "seeing old friends" at the top of the list and new members listed discussions with knowledgeable, caring individuals as the highlight of that first day.
2. Information/idea exchange - This was aptly described by one group as "The 'zeitgeist' for active involvement of participants." The quality of the presentations was listed by one participant as being "head and shoulders above most in academia" and others echoed that in different words.
3. Facilities - A number of participants listed the facilities, location and the friendliness of the Hidden Valley staff as being something which made their attendance more enjoyable. The quality of the food (especially the chocolate cake and pumpkin pie) was also mentioned several times. (The negative comments about the facilities will be discussed under the next question.)

2. What do you like least about the Conference so far?

1. Too many evaluations - The regular conference evaluations and the "POD Mystery" evaluations of the opening session were overwhelming and somewhat complicated. The KISS (Keep It Simple Stupid) adage should be stressed to future evaluators.
2. Facilities - A number of people felt that the site was too far from the airport and very difficult to get to. There were also numerous comments about the distances from the houses "on the hill" to the Conference Center and the fact that participants couldn't "run over to so-and-so's room" just anytime they felt like it. (Since one of POD's major purposes is networking, perhaps this criticism needs to be taken into consideration by future conference planners.)

3. Scheduling - It seems that every year some participants complain that there are too many sessions to choose from and that they are stacked one on top of the other. Having a variety of exciting sessions occurring at the same time can be frustrating, but the alternative would be terrible (i.e., only having two or three sessions to choose from and not really being interested in any of them). Perhaps allowing a little longer break time between sessions would address the second concern and give participants time to get some refreshments and still have time to talk to other participants who had attended the previous session.
4. Timing - A number of participants indicated that the timing of this year's conference was bad because it included Halloween. For those participants with children, being away from home over a holiday like that can cause difficulties. If at all possible, Conference planners should probably try to schedule the Conference around the middle of October.
5. Networking Area - Numerous participants felt that it would have been worthwhile to have a central place for networking in which there were comfortable chairs/couches and coffee/tea available. Having the breaks in the hall with few places to sit was not really conducive to networking. This is probably a good suggestion, but may be difficult to locate such a place in a hotel/conference site. Something to keep in mind though.

End-of-Conference Evaluation (Last page of Evaluation Booklet)

We received a total of 45 Conference Evaluation Booklets, either at the conference or by mail later. Of these 45 respondents, 33 filled out the End-of-Conference Evaluation Form. Thus, the responses below represent a very small percentage (about 18%) of the total conference attendance.

1. Indicate your opinion of the statement below by placing an "x" in the appropriate box.
The 1986 POD Conference contributed to my personal and professional growth.

24 Strongly Agree 9 Agree 0 Neither Agree nor Disagree 0 Disagree 0 Strongly Disagree

2. Please give your reason(s) for the above response.

1. Networking - Again, this was the strong point of the conference. Through this aspect individuals: learned new information; gained perspectives on faculty development; picked up ideas for own teaching; met new people; etc.
2. Sessions - A number of people indicated that the sessions which they attended were extremely well-presented and that the content gave them insights either into themselves as persons, into their role as a faculty developer, or into their understanding of the field of development.
3. Time for Relaxation - Several people mentioned that it was nice to have some time to just relax and contemplate. Rejuvenated their creative juices!

A couple of new members said:

"The majority of the workshops were excellent -- as a beginner in faculty development, I chose the ones that focused on the "nuts-and-bolts" of faculty development -- and only in one session was I disappointed. POD is truly a network -- members are extremely warm and friendly, ready to share ideas and help in any way that they can. Some of my most informative conversations were conducted on the buses!"

"This is my first POD meeting. I appreciated the large choice of topics, the generally very informative sessions, the enthusiasm and availability of the presenters."

3. If you could have changed one thing about this conference, what would it have been? Why?
1. Scheduling - A number of people again mentioned the "tightness" of the schedule as a problem and the necessity of choosing among so many interesting topics. I think the

"tightness" can be dealt with by allowing more time between sessions, but people are just going to have to learn to make choices because we have many excellent session leaders and they all have exciting things which they want to share. --- Several people also mentioned that staying the entire weekend was difficult; suggested that the conference end at noon on Saturday. Several past conferences have officially ended on Saturday evening (1980 - Claremont; 1984 - Asilomar) with breakfast provided Sunday morning. Others (1982 - Montebello; 1985 - Delevan; 1986 - Hidden Valley) all had concurrent sessions and a Conference "wrap-up" session on Sunday morning. Though a number of people typically leave on Saturday, those who stay seem to enjoy the Sunday morning activities. Perhaps this needs to be discussed by the Core Committee and a standard conference length should be encouraged. (Sending out a proposed conference schedule - see Appendix B - with the registration materials might help alleviate some of this problem.)

2. Program - Several people indicated that almost all of the sessions at POD look at instructional development or professional development and few, if any, focus on organizational development -- even though that is part of our name! Perhaps proposals for sessions on organizational development should be actively encouraged and a keynote address on this topic planned for a future conference. --- Several people were also upset that a number of the sessions which were on the program were cancelled. I'm not sure what can be done about this, other than indicate to session leaders that they really need to be there if they agree to do a session.
3. Site, Location, Transportation - "Inconvenience" seemed to be the key term used to describe the housing arrangements and transportation to and from the airport. Confusion and improper billing at check-out time was also mentioned. (I-know it took almost five months to get my bill corrected and to obtain my refund.) Several people were separated from their luggage because it went on one bus and they went on another and a couple of people were told they had to take the early bus when their

flights were not until late Sunday afternoon. Though the site was beautiful and the facilities very nice, future conference coordinators must work out proper billing and transportation very carefully. (If a past conference coordinator had a workable method, please share your secret with me and I'll pass it along to the next person!!)

4. Facilities - The need for a "lounge" area with comfortable chairs and refreshments was mentioned by a number of the participants. Montebello and Asilomar both had areas which fit this description. The main problem, is that it would have to be either one rather large area, or several smaller areas. The open courtyard at Asilomar was good for this, though inclement weather would be a problem. Again, future conference coordinators should probably keep their eyes open for the availability of this kind of area in any site which is being considered.

5. Community Building and Entertainment - Though a number of new members indicated that POD members are very warm and inclusive, several said that they would have appreciated having a "get-acquainted" session so they could meet more of the "old" members. (I think this is a valid observation and perhaps should be a regular part of each conference. I remember that this was done in very interesting ways at the first two conferences I attended and it helped me feel more welcome and a part of the organization.) --- The other complaint was that there were too many "in" jokes during the Talent Show and that a Halloween Party was quite intimidating for new members. It seems that learning folk dances or regional dances/customs which can include everyone, sing-alongs, recreational sports activities, and so forth, would be less threatening.

4. Please share any other comments or recommendations you may have for future conference planners.

1. Scheduling - More break time for networking topped the list again under this question. Then, publication of a pre-conference schedule came next. As conference coordinator for next year, I can see that a "final" schedule will probably be impossible to have ready in time to send to those who have registered, but a basic schedule of the conference (See Appendix B) with a list of some of the proposed sessions might help.

2. Program - A key idea which was expressed in these evaluations and in conversations which I had with a number of participants is that the sessions need to be "tracked" in some way. There need to be sessions aimed at new developers and some for experienced developers. Perhaps topic groupings could also be used (see page of program from 1980 Claremont Conference in Appendix C). Any type of organizational techniques which will assist participants as they try to decide which sessions to attend would be extremely helpful. --- There was also a suggestion that the keynote speaker be videotaped for rental to members to use in their faculty development programs. That could probably be arranged, but I'm not sure how many would want to use that service.
3. Materials Display - It was suggested that the materials which are brought to share should be set up by content rather than institution (e.g., all TA Training Materials together, all Computer Assisted Instruction materials together, etc.). This would enable participants to quickly find the material which will be most useful in his/her particular program. It was also suggested that a sheet listing the institution/developer and title of the material be available so participants can check them off as they look at them and then they will know the title and the contact person when they get back home. (This would NOT be an order blank. Just a sheet so they could keep track and write to request the materials after they get back home.) (See sample in Appendix D.)
4. Site, Location, Transportation - The complaints cited above occurred again here.
5. Community Building and Entertainment - Some of the above comments showed up again here, but there were also suggestions about having some kind of identification on the name tags which would help new people know: (1) who the Core Committee members are, (2) who the Conference Coordinator is, (3) who the other Conference Committee members are, etc. There were also suggestions that the name of the institution and maybe the size of the institution be included on the nametags. That would help people locate others in their same situation or at least give them a better idea of where the person they are talking to is "coming from."

Evaluation Booklet Responses

Demographic Data

The first page of the Evaluation Booklet asked conference attendees for some demographic data. The following is a summary of the responses to that first page.

1. Current Position (your job title or a short description of how you are involved in Faculty/Staff Development at your institution.

1. Staff person of a Center for Faculty Development
2. Coordinator/Director of the Faculty Development Center
3. Dean of Professional Development -- Administrator in charge of lobbying for resources.
4. Director/Coordinator -- Teaching and Learning Center (2)
5. Chairman of Business and Public Administration
6. Liaison for Faculty Development for the School of Business Careers
7. Part of my duties is in the Office of Academic Affairs.
8. Faculty Development liaison for my division of General Education.
9. Director of Faculty Development Program
10. Chairperson; Dept. of Nursing; Faculty Development Committee of Senate; Developed proposal for external funding for college development.
11. Instructional Consultant; Faculty Development Administrator
12. Director/Asst. Coordinator of a Faculty/Staff Development Center (4)
13. Teacher and Faculty Development Consultant (2)
14. Director of Student Center -- only in some areas in which our interests overlap, i.e., improving the instruction students experience.
15. Director of Core Curriculum; Chair of Presidential Task Force on Teaching Excellence
16. Faculty/TA Development Director
17. Faculty Development Specialist
18. Coordinator, Programs for Teaching and Learning
19. Director of Teaching/Learning Center (2)
20. Director of Center of Professional Development
21. Faculty Development Coordinator

22. Assistant Director of a Center
23. Asst. Prof. in Ed. Development Unit
24. Audiovisual Librarian; part-time in Center for Professional Development
25. Planning toward a program and position in faculty development work at request of Academic Affairs.
26. Chairman of Faculty Development Committee
27. Coordinator of Interdisciplinary Education and Professional Development
28. Teaching Consultant
29. Professor of Mathematics
30. Director of Instructional Development Center
31. Director of Faculty Development (3)
32. Instructor of an intercultural communication course taken by foreign GTAs.
33. Coordinator for Instructional Development
34. Associate Director of a Center

As you can see, even among the 45 people who turned in their Evaluation Booklets, there is quite a bit of variety.

2. How long have you been in Faculty/Staff Development? [N=45]

<u>(11%) [5]</u> Just getting started	<u>(22%) [10]</u> 6 - 10 years	<u>(9%) [4]</u> over 15 years
<u>(42%) [19]</u> 1 - 5 years	<u>(16%) [7]</u> 11 - 15 years	

3. Type of institution: [N=44]

<u>(23%) [10]</u> Large state university (30,000+ students)
<u>(36%) [16]</u> Small state university (less than 30,000 students)
<u>(2%) [1]</u> Large private university
<u>(20%) [9]</u> Small private university
<u>(18%) [8]</u> Other

4. Number of people on your staff: [N=39]

<u>(77%) [30]</u> 1 - 5	<u>(10%) [4]</u> 6 - 10	<u>(13%) [5]</u> over 10
-------------------------	-------------------------	--------------------------

5. Main task(s) of your center: (Check all that apply.)

[19] Instructional Development

[1] Media Services

[2] Organizational Development

[3] Test scoring services

[22] Professional Development

[8] Other

6. How many previous POD Conferences have you attended? [N=45]

(33%) [15] This is the first.

(13%) [6] 4 - 6

(36%) [16] 1 - 3

(18%) [8] 7 - 10

Individual Session Evaluations

The main idea behind the **Individual Session Evaluations** was to acquire information about the individual sessions and to pass that information along to the presenters. There were 45 participants who turned in their evaluation booklets and the information for each particular session has been compiled and will be sent to the individual presenters. Overall, the participants rated the sessions quite highly. A summary of their responses to the scaled questions is given below:

1. How appropriate was the information given in this session for your work in Faculty/Staff Development?

definitely not relevant

definitely relevant

1

2

3

4

5

3.6%

3.6%

12.1%

21.5%

58.7%

2. How well did you understand the information given in this session?

very poorly

very well

1

2

3

4

5

1.4%

2.4%

10.3%

23.6%

64.7%

3. If the occasion arises, at what level would you be able to use the information presented in this session?

with difficulty				no problem	
1	2	3	4	5	
5.2%	6.6%	23.6%	27.8%	38.5%	

My interpretation of the above information is that a majority of the session leaders did a good job of explaining/demonstrating their content and that the content was seen as appropriate for the work of those in Faculty/Staff Development. However, fewer participants felt like they would be competent to use the material once they returned to their own institutions. Perhaps more explicit handouts would help alleviate this problem. (I would appreciate hearing your ideas about how we can encourage session leaders to provide additional assistance to the participants so they will feel more confident of their own abilities to implement the ideas/techniques.)

Conclusion

It was very beneficial to be the Conference Evaluator last year because I have already made a number of changes for this year's conference which reflect the feedback obtained from these forms. In order for the Conference Coordinator to benefit from the evaluations, he/she needs to have the information in hand by December. I also think we need to be as responsive to evaluation feedback as possible to model the way we expect our clients to utilize feedback from their students. Practice what we preach!!

If readers of this document have questions concerning the evaluation results or the process, please feel free to contact me. I also want to thank Marilyn Leach and Mary Ann Shea for their assistance in planning the evaluation process and Winnie Anderson who helped us organize (i.e., type up) the feedback from the Mid-Conference Evaluation Forms.

Appendix A

Description of Original Evaluation Scheme
and
Copy of Conference Evaluation Booklet

Plan for POD 1986 Conference Evaluation

TO: John Anderson, Robert Dove and 1986 POD Conference Committee

FROM: Karron Lewis

SUBJECT: POD 1986 Conference Evaluation Plan

OBJECTIVES

1. To obtain information on each session of the conference in order to:
 - Provide quantitative and qualitative feedback to the presenters.
 - Determine which session topics are most useful to each segment of the membership.
 - Help prepare written guidelines to assist next year's presenters.
2. To encourage sharing of participant attitudes, likes and dislikes concerning the conference by using a small-group method in a Mid-Conference Evaluation.
3. To gather information on:
 - Participant's attitudes toward the activities, events and facilities of the conference
 - Participant's feelings of personal and/or professional growthwhich may be used in planning future conferences.

RATIONALE FOR EVALUATION PLAN

The evaluation plan for this year's conference includes forms which will be filled out individually as well as forms which will be completed during several small-group sessions. These forms will yield both quantitative and qualitative data. The reasons for using this plan are as follows:

1. We need to be able to gather information without taking too much individual or group time, and which will be easy to tabulate.
2. We want to know more about individual sessions so we can determine which topics and presentation styles provide the most personal and professional growth for the participants.
3. We want to be able to give some specific feedback to the presenters so they can utilize that feedback as they plan their next POD presentation.
4. We want the evaluation process to be worthwhile, interesting, and to involve everyone.

Evaluation Schedule

Upon invitation Core Meeting Thursday, October 30	Present Evaluation Scheme to Core Committee
5:00 p.m. Thursday, October 30	20 minute Evaluator's Training Session
6:30 p.m. or (?) Thursday, October 30	Explanation of the Evaluation Scheme to the conference participants
Friday, October 31 a.m. to Sunday, November 2 noon	<u>Individual Session Evaluation Forms</u>
Friday, October 31 eve	<u>Mid-Conference Group Evaluations</u> -- small groups (each dinner table)
Saturday, November 1 eve	<u>Group Summative Evaluations</u> -- small groups (by color/code) right after dinner in designated areas
Sunday, November 2 Breakfast	Evaluator's debriefing over breakfast
Sunday, November 2 Final Session	Report to the Conference
Prior to departure	<u>Individual Summative Evaluation</u> -- last page in evaluation booklet

Descriptions of Evaluation Segments

Individual Session Evaluation Form

Friday a.m., October 31 - Sunday a.m., November 2

Because the individual sessions are the heart of this conference, the more information we can obtain about the sessions, the better we will be able to provide guidelines for presenters in future conferences. Because this type of evaluation has not previously been done, the information gathered could provide some valuable insights. Tabulation of the data will be done after the conference and a summary provided in the Newsletter. In addition, a numerical summary and transcription of the written comments will be sent to each presenter.

These forms will be given to the participants (in booklet form) at registration and will be coded by color and alphabetically (e.g., Blue-A, Blue-B, Yellow-A, Yellow-B, etc.). These codes will have significance for the Group Summative Evaluation which will take place Saturday, November 1 after dinner.

Mid-Conference Group Evaluation

Friday, October 31, evening

During Friday evening's dinner the participants will fill out this form by discussing the questions with the people at their table. The forms will be placed on the tables prior to the beginning of the meal and participants may discuss them at their leisure. The forms will be deposited in a box at the conclusion of the meal.

Group Summative Evaluation

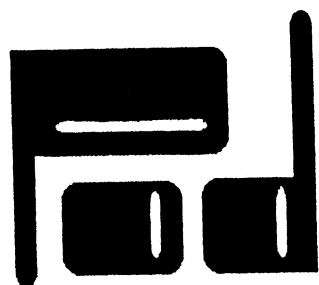
Saturday, November 1, evening

After Saturday evening's dinner the participants will divide into their respective color/code groups to discuss the conference and fill out the evaluation form. (It is hypothesized that the people in these groups will be different than those which discuss the questions on the Mid-Conference Evaluation forms. This may also provide an opportunity for meeting new people.) During this session, which should take about 25-30 minutes, the groups should get some agreement, but not necessarily a consensus, about the answers to the Summative Evaluation questions.

Individual Summative Evaluation

Sunday a.m., November 2 to Departure

This form will be on the back page of the Conference Evaluation Booklet and participants will be asked to fill it out before they leave. The entire booklet will then be deposited in an evaluation box.



1986 Conference Evaluation Booklet

October 30–November 2

Hidden Valley Conference Center
Somerset, PA

1986 POD Conference Evaluation

Individual Session Evaluation Form

Because we are always striving to improve the usefulness of the sessions presented at this conference, we would appreciate it if you would take the time to fill out this evaluation form for each session you attend. The information will help next year's Conference planners and summaries of the data will be sent to each presenter. The demographic data will help us evaluate the types of sessions which may appeal to specific groups and provide a data-base for the development of a set of Guidelines for presenters. Thanks for your help in this evaluation process.

1. Current Position (your job title or a short description of how you are involved in Faculty/Staff Development at your institution):
-

2. How long have you been in Faculty/Staff Development?

☐ Just getting started ☐ 6–10 years ☐ over 15 years
☐ 1–5 years ☐ 11–15 years

3. Type of institution:

☐ Large state university (30,000+ students)
☐ Small state university (less than 30,000 students)
☐ Large private university (_____ students)
☐ Small private university (_____ students)
☐ Other (please describe) _____

4. Number of people on your staff:

☐ 1–5 ☐ 6–10 ☐ over 10 = _____ professionals + _____ support staff

5. Main task(s) of your center: (Check all that apply.)

☐ Instructional Development ☐ Media services
☐ Organizational Development ☐ Test scoring services
☐ Professional Development ☐ Other _____

6. How many previous POD Conferences have you attended?

☐ This is the first. ☐ 1–3 ☐ 4–6 ☐ 7–10

Directions: Please write the name of the session you attended in the blank next to each number. Then, answer the three questions at the top of the column for each session you attend. Indicate your answers by circling one number on the scale provided in each box. Please provide additional comments on each session if you so desire.

SESSION TITLE/NO.	1) How appropriate was the information given in this session for your work in Faculty/Staff Development?					2) How well did you understand the information given in this session?					3) If the occasion arises, at what level would you be able to use the information presented in this session?				
	definitely not relevant 1 2 3			definitely relevant 4 5		very poorly 1 2 3			very well 4 5		with difficulty 1 2 3			no problem 4 5	
1 _____															

SESSION TITLE/NO.	1) How appropriate was the information given in this session for your work in Faculty/Staff Development?					2) How well did you understand the information given in this session?					3) If the occasion arises, at what level would you be able to use the information presented in this session?				
	definitely not relevant 1 2 3			definitely relevant 4 5		very poorly 1 2 3			very well 4 5		with difficulty 1 2 3			no problem 4 5	
2 _____															

SESSION TITLE/NO.	1) How appropriate was the information given in this session for your work in Faculty/Staff Development?					2) How well did you understand the information given in this session?					3) If the occasion arises, at what level would you be able to use the information presented in this session?				
	definitely not relevant 1 2 3			definitely relevant 4 5		very poorly 1 2 3			very well 4 5		with difficulty 1 2 3			no problem 4 5	
3 _____															

SESSION TITLE/NO.	1) How appropriate was the information given in this session for your work in Faculty/Staff Development?					2) How well did you understand the information given in this session?					3) If the occasion arises, at what level would you be able to use the information presented in this session?				
	definitely not relevant 1 2 3			definitely relevant 4 5		very poorly 1 2 3			very well 4 5		with difficulty 1 2 3			no problem 4 5	
4 _____															

Individual Summative Evaluation

It is very important that you complete this evaluation and return the entire Conference Evaluation Booklet to one of the Conference Evaluators or put it in an Evaluation Box before you leave the conference site. Your responses are essential to the analysis of the successes and failures of this particular conference and to the development of future conferences which will meet your needs.

1. Indicate your opinion of the statement below by placing an "x" in the appropriate box:

The 1986 POD Conference contributed to my personal and professional growth.

☐ Strongly Agree
 ☐ Agree
 ☐ Neither Agree nor Disagree
 ☐ Disagree
 ☐ Strongly Disagree

2. Please give your reason(s) for the above response.

3. If you could have changed one thing about this conference, what would it have been? Why?

4. Please share any other comments or recommendations you may have for future conference planners.

Friday, October 31

**1986 POD
Conference Evaluation**

Mid-Conference Group Evaluations

Please discuss the questions below with your dinner companions. Choose someone to record your answers and then deposit this sheet in the evaluation box by the door. (Look for agreement, but you don't have to have consensus.)

1. What do you like best about the conference so far?
2. What do you like least about the conference so far?
3. What would you do to improve future POD Conferences if held at this site? (e.g., facilities, timing of conference-earlier/later, etc.)

Saturday, November 1

Not Used

**1986 POD
Conference Evaluation**

Group Summative Evaluations

For this group evaluation everyone in the group should have the same color Conference Evaluation Booklet with the same letter code in the upper right corner (e.g., all Blue "A" booklets should be together).

Please discuss the questions below within your group and choose someone to record your answers. When you have completed your discussion/evaluation, place this sheet in an **evaluation box**. (Again, look for agreement, but you don't have to push for consensus.)

1. What did you hope to get out of this conference?
2. Have these hopes/expectations been fulfilled? Why or why not?
3. What comments or recommendations would you like to share with future conference planners?

Appendix B

Proposed 1987 POD Conference Schedule

Proposed POD 1987 Conference Schedule

Thursday - October 15

9:00 - 3:00	Pre-Conference Workshops
2:00 - 6:00	REGISTRATION
6:30 - 7:30	Dinner
8:00 - 10:00	Assessing expectations, getting acquainted

Friday - October 16

7:30 - 8:30	Breakfast Buffet
8:45 - 9:45	Plenary Session
9:45 - 10:15	BREAK
10:15 - 11:45	Concurrent Sessions
12:00 - 1:15	LUNCH & "Roundtables"
1:30 - 3:00	Concurrent Sessions
3:00 - 3:30	BREAK
3:30 - 5:00	Concurrent Sessions
5:00 - 6:00	FREE TIME/ Networking
6:00 - 7:30	Texas Bar-B-Q Dinner
8:00 - 10:30	A Night of Texas Two-Stepping / Clogging Demonstration

Saturday - October 17

7:30 - 8:30	Breakfast Buffet
8:45 - 10:15	Concurrent Sessions
10:15 - 10:35	BREAK
10:35 - 12:05	Concurrent Sessions
12:05 - 1:30	LUNCH & POD Business Meeting
1:30 - 3:00	Concurrent Sessions
3:00 - 3:30	BREAK
3:30 - 5:00	Concurrent Sessions
5:00 - 6:30	FREE TIME/ Networking
6:45 - 8:00	Mexican Fiesta Dinner -- Ballet Folklorico
8:30 - 10:30	Bowling / Tennis / Trivial Pursuit Tournaments / Networking

Sunday - October 18

7:30 - 8:30	Breakfast Buffet
8:45 - 10:15	Concurrent Sessions
10:25 - 11:25	Wrap-up
11:35 - 12:30	LUNCH
1:00 -----	Buses leave for San Antonio

Appendix C

Copy of Topic Groupings
from
1980 Claremont Conference

FM • Managing the Change

1. Getting Excellent Teachers to Reveal Secrets of Effectiveness
2. 80 Ways to Jazz up Your Next Meeting
3. Leading an Academic Department or School through Change
4. The Logistics of Developing and Implementing a Comprehensive Faculty and Professional Development Program
5. Faculty Development Coupled to Institutional Mission (Panel)
6. Getting Faculty Involved in Professional Development: Challenge as Threat and Opportunity as Nuisance (Panel)
7. Reversing the Process & Reducing the Time Requirements for Strategic Planning
8. Faculty as Advocates of Instructional Development: A Matter of Survival? (Workshop)
9. Organizational Factors that Affect the Development of an Instructional Development Program (Panel)
10. A Practical Approach to Data Base Construction (Workshop)
11. Transitions into the '80s: Looking for Symbiosis among Academic Planners, Institutional Researchers, and Faculty Developers (Panel)
12. The Administrator's Role in Faculty Development (Panel)

PERSONAL AND PROFESSIONAL DEVELOPMENT (P)

PC • Career Transitions

1. Career Transitions for Administrators (Panel)
2. Faculty Respecialization through Augmented Learning: What are We Learning?
3. Simulated Assessment/Evaluation of Faculty Leave and Exchange Programs (Workshop)
4. Applied Erikson: Ego, Identity and Academic Careers in the Humanities
5. Career Transitions for Academics
6. Student-to-Teacher Transition
7. The Values of Transitions: Professional Development Advocacy (Workshop)

PP • Personal Growth

1. Dealing with Individual and Organizational Stress (Workshop)
2. Women and Men in Higher Education: Issues of Collaboration
3. Systematic Planning as a Way to Manage Change
4. Teacher Training for Teaching Assistants (Panel)

F	10:30-12:00	Oakland
F	2:30-5:00	Oakland
F	3:30-5:00	Lanai II
S	9:40-10:30	Alameda
S	10:40-12:00	Alameda
S	10:40-12:00	Richmond
S	1:30-2:20	Lanai III
S	1:30-2:20	Lanai II

FRIDAY, OCTOBER 17, 1980

FM2 • 2:30 - 5:00 PM

OAKLAND

WORKSHOP: 80 WAYS TO JAZZ UP YOUR NEXT MEETING

KEN FISCHER, Executive Director, The Learners' Forum

A discussion of what to consider in putting on a conference, workshop, seminar, etc., and some ideas to add to your "bag of tricks." Highlighted will be ideas that engage conferees in active learning, such as skits, case study competition, interviews, simulations, etc.

PP1 • 2:30 - 5:00 PM

BERKELEY

WORKSHOP: DEALING WITH INDIVIDUAL AND ORGANIZATIONAL STRESS

SHERYL REICHMANN, Associate Professor, Higher Education, University of Massachusetts
WALTER SIKES, Center for Creative Change

This workshop introduces participants to concepts about stress, as related to personal/interpersonal behavior and to personal change and transitions. Through the use of a diagnostic instrument (Strength Deployment Inventory) participants will assess sources of stress in their own lives. Organizational factors which contribute to personal stress will be identified. Stress management techniques will be related to these findings.

PP2 • 2:30 - 5:00 PM

RICHMOND

WORKSHOP: WOMEN AND MEN IN HIGHER EDUCATION — ISSUES OF COLLABORATION

MICHAEL W. W. CRUMP, Senior Consultant, Human Resource Associates
CAROL MANN, Management Consultant, Digital Equipment Corp., Maynard, Mass.

Participants and leaders will explore experientially, issues which interfere with constructive male/female relationship formations and maintenance. The thrust of the workshop is in making collective experience available to each member at insight and awareness levels as a direct contribution to each person's professional development. In particular, issues of mentoring, co-working, and competitiveness will be addressed. It is anticipated that participants may want to continue the workshop throughout the conference and the leaders expect to be available for additional meetings.

Appendix D

Sample Materials Source Form

Materials Source Form

This form is to assist you in remembering the material which you found interesting in the Materials Exchange Room. Each institution/person is listed on the last page of this handout and is referenced by number next to the title of the material. The titles of the materials are listed below by content topic along with the purchase price. We hope this will help you obtain the information/material which you find interesting.

TA Training Materials

- | | | |
|----------------|---|--------|
| 1. TA Handbook | 3 | \$3.50 |
| 2. | | |

Information on Large Class Instruction

- | | | |
|---|---|---------|
| 1. Taming the Pedagogical Monster | 7 | \$14.00 |
| 2. Improving Teaching and Learning in Large Classes | 5 | \$6.00 |
| 3. What <u>Really</u> Happens in Large University Classes | 7 | \$1.50 |
| 4. | | |

Participating Institutions

- Winifred E. Anderson
Teaching Resources Ctr. Staff Cons.
University of California, Davis
Teaching Resources Center
Davis, CA 95616
(916) 752-6050

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- Karron G. Lewis
Center for Teaching Effectiveness
Main Building 2200
The University of Texas at Austin
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